

GRADE 1 STANDARDS AND LEARNING ACTIVITIES

Strand: Language Development *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

DISCUSSION

1.LD-D.1. Follow agreed-upon rules for discussion, including raising one's hand, waiting one's turn, speaking one at a time, and listening politely to the ideas of others.

Example: Students create a plan for a group project such as sketching out a multiple-authored picture book and organizing a presentation to be made to the class.

QUESTIONING, LISTENING, AND CONTRIBUTING

1.LD-Q.2. Listen attentively by facing the speaker.

Example: On Grandparent's Day, students attend a celebration and presentation with their grandparents and demonstrate good audience behavior. After the presentation, students recall details and events from the day.

1.LD-Q.3. Describe familiar objects, people, and events and their attributes with specific words and phrases.

Example: Students describe objects in the classroom in great detail, including their size, location, color, shape, feel, smell, etc.

1.LD-Q.4. Give, restate, and follow oral directions that involve two unrelated sequences of action.

Example: Teacher asks student to water the plants, then line up for lunch.

ORAL PRESENTATION

1.LD-O.5. Retell stories using standard grammar rules, sequencing story events by answering who, what, where, when, how, and why questions.

Example: Students retell the story of Little Red Riding Hood. They answer questions such as "Who were the characters in the story? Where did the story take place? What happened to Little Red Riding Hood?"

1.LD-O.6. Recite poems, rhymes, songs, and stories, speaking clearly at an understandable pace.

Example: Students recite poems from Child's Garden of Verses by Robert Louis Stevenson.

VOCABULARY AND CONCEPT DEVELOPMENT

1.LD-V.7. Identify base words (look) and their inflectional forms (e.g., looks, looked, looking).

Example: Students recognize that the s added to the end of chair makes it mean more than one chair. Students recognize that adding ed to the end of jump makes it mean a jump that happened in the past.

1.LD-V.8. Classify common words into conceptual categories (e.g., animals, foods, opposites).

Example: Students tell which of the following are fruits and which are vegetables: bananas, oranges, apples, carrots, broccoli, and peas.

1.LD-V.9. Recognize that some words, called compound words, are made up of two short words (e.g., sailboat, football, popcorn).

Example: Teacher gives students words on cards such as sail, boat, foot, ball, birth, day, lunch, room. Students pick two cards and determine if the two words together make a compound word.

1.LD-V.10. Determine meanings of words by using a beginning dictionary.

Example: Before reading Busy Buzzy Bee by Karen Wallace, students look up vocabulary from the story in a picture dictionary (e.g., field and wild) that will help them understand the text.

Strand: Beginning Reading *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

PRINT CONCEPTS

1.BR-PC.1. Understand that spoken words are represented in written English by sequences of letters.

1.BR-PC.2. Recognize the distinguishing features of a sentence (e.g., capitalization, ending punctuation).

Example: Using the story At Home Around the World by Lucy Floyd, the teacher points out that letters make words and a group of words with capitalization and ending punctuation can form a sentence.

1.BR-PC.3. Identify the author and title of a book, and use a book's table of contents.

1.BR-PC.4. Know the order of the letters of the alphabet.

Example: Review the letters of the alphabet by reciting the Alphabet Song.

1.BR-PC.5. Match oral words to printed words.

PHONEMIC AWARENESS

1.BR-PA.6. Generate a series of original rhyming words, including consonant blends.

Example: Using consonant blends such as bl, st, tr, students make rhyming words (e.g., black, stack, and track).

1.BR-PA.7. Orally segment a multisyllabic word into its syllables.

1.BR-PA.8. Recognize the new spoken word when a specified phoneme is added, changed, or removed.

Example: Students see how many different words they can create by adding, changing or removing a letter. For example, they change cow to how, pan to an to tan to can to fan to man, etc. They tell what letter has to change the word cow into the word how. They tell what letter has to change to make the word pan into an.

1.BR-PA.9. Distinguish between long- and short-vowel sounds in orally stated single-syllable words.

Example: Students say the sound that is in the middle of the word bit. Then they say the sound that is in the middle of the word bite. They tell whether this is the same sound or a different sound.

1.BR-PA.10. Blend spoken phonemes with more than three sounds into one-syllable words, including consonant clusters and all speech sounds, including those represented by digraphs, such as /th/, /sh/, etc.

Example: Students tell what word is made by the sounds /f/i/n/d and what word is made by the sounds /sh/ou/t/.

1.BR-PA.11. Segment spoken phonemes contained in one-syllable words of two to five phonemes into individual phonemes.

Example: Students use manipulatives to mark each phoneme in words like splat (/s/p/l/a/t/).

1.BR-PA.12. Blend isolated phonemes to form two-syllable words using vowel digraphs and vowel diphthongs.

Strand: Beginning Reading *(continued)***PHONICS**

1.BR-P.13. Decode regularly spelled one- and two-syllable words fluently in decodable text by applying the most common letter-sound correspondences, including the sounds represented by single letters (consonants and vowels):

- consonant blends (e.g., bl, st, tr),
- consonant digraphs (e.g., th, sh, ck), and
- vowel digraphs and diphthongs (e.g., ea, ie, ee).

1.BR-P.14. Use knowledge of inflectional endings (e.g., -s, -ed, -ing) to identify base words.

1.BR-P.15. Read common abbreviations (e.g., Wed., Sept.) fluently.

1.BR-P.16. Use knowledge of base words to predict the meaning of compound words (e.g., football, popcorn, daydream).

1.BR-P.17. Read words with common spelling patterns (e.g., -ite, -iate) in decodable text.

1.BR-P.18. Recognize high-frequency words and irregular sight words (e.g., the, have, said, come, give, of).

1.BR-P.19. Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (phonograms), to combine those sounds into recognizable words.

Example: Students find the blend that will complete the sentence: The cat went up the ___ ee.

1) fr 2) st 3) tr

Students use the blend to make a word that belongs in the sentence and print it on the line. The green _____ sat near the pond.

FLUENCY

1.BR-F.20. Read aloud grade-appropriate text fluently, accurately, and with comprehension.

Example: Teacher calls on students to read aloud during reading instruction or small group lessons. Teacher models techniques through daily read-aloud. Techniques include: fluency, appropriate rhythm, pacing, expression, and intonation.

Strand: Informational Text *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

EXPOSITORY TEXT

1.IT-E.1. Identify the topic of text heard or read.

Example: Students explain how an informational text is different from a story, and they identify the topic of The Bird Table, by Pauline Cartwright, that is about bird feeders.

1.IT-E.2. Respond appropriately to questions based on facts in text heard or read.

Example: Students read All About Corn by Lucy Floyd and make predictions about what the story will be about. During the reading of the story, the teacher pauses to make another prediction and asks, "After the corn is put into cans, where does it go? What is the story about? What are two corn foods in the story?"

1.IT-E.3. Make predictions about the content using text features (e.g., title, table of contents, headings, bold print).

Example: Students brainstorm and respond to a list of questions that result from looking at the cover of a textbook.

DOCUMENT AND PROCEDURAL TEXT

1.IT-DP.4. Follow a set of written multistep directions with picture cues to assist.

Example: Students follow a set of directions with picture cues to design, draw, and color a house. Picture cues include triangles for roofs, rectangles for windows and doors, and squares for the body of the house.

1.IT-DP.5. State the meaning of specific signs, graphics, and symbols.

Example: Students identify the meaning of common computer icons, map features, and labels on simple charts and graphs.

Strand: Literary Text *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

UNDERSTANDING TEXT

1.LT-U.1. Make predictions about what will happen next in a story and explain why the predictions were or were not confirmed.

Example: Students read Blueberries for Sal by Robert McClosky. In this book, a mother and her daughter go out to pick blueberries, and so do a bear and her cub. As both the daughter and the cub stray to the other side of the hill to pick blueberries, the teacher stops reading and asks students to use the pictures and their prior knowledge to make a prediction about what will happen next. They explain why their predictions were or were not confirmed.

1.LT-U.2. Sequence a series of events in a literary selection heard or read.

Example: After reading A Letter to Amy by Ezra Jack Keats, students put the story events in order, beginning with Peter inviting all his friends to his birthday party and his decision to send only one friend – a girl – an invitation in the mail.

Strand: Literary Text *(continued)***CONNECTIONS****1.LT-C.3.** Identify similarities and differences between the characters or events in stories by the same author.*Example: Students read The Little Bear stories by Elsa Minarik and discuss similarities and differences between the characters or events.***GENRE****1.LT-G.4.** Identify differences between fiction and nonfiction and determine whether a literary selection is realistic or a fantasy.*Example: Students read and compare Frog and Toad All Year by Arnold Lobel (fiction) and Where Do Frogs Come From? by Alex Vern (nonfiction). They identify the elements of the story and answer questions such as, "How are the characters the same and different? How is a fiction story different from a nonfiction story? Are Frog and Toad real?"***THEME****1.LT-T.5.** Relate a theme in fiction to life experiences.*Example: Students read Alexander and the Terrible, Horrible, No Good, Very Bad Day, share their ideas about what makes a bad day for them, and summarize what happened to the character in the book.***FICTION****1.LT-F.6.** Identify elements of plot, character, and setting in a favorite story.*Example: Students keep and share a response journal in which they draw pictures and/or write in reaction to the major and minor characters and events in Do Like Kyla by Angela Johnson.***POETRY****1.LT-P.7.** Identify a regular beat and similarities of sounds in words in responding to rhythm and rhyme in poetry.*Example: Students recognize and respond to the rhythm and rhyme in poems by David McCord, Eloise Greenfield, and John Ciardi.***STYLE AND LANGUAGE****1.LT-S.8.** Identify words that the author selects in a literary selection to create a graphic visual experience.*Example: Students respond to a poem read aloud and decide what senses they use to understand images such as "the sky is wrinkled."***Strand: Research** *(Continue to address earlier standards as needed and as they apply to more difficult text.)***1.R.1.** Generate questions and gather information from several sources in the classroom, school, or public library.*Example: Students select a topic for study, then go to the library to find books on the topic and record drawing and other data in their notebooks.*

Strand: Writing *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

IMAGINATIVE WRITING

1.W-I.1. Write or dictate stories that have a beginning, middle, and end, and arrange ideas in a logical way.

Example: Teacher creates a chart with a story map on it with a space for Beginning, a space for Middle, and a space for Ending. Students write a story about a baby animal that grows up. Teacher asks students to write one sentence that can go in each part (B, M, E). Students work together to contribute livelier words to the sentences such as describing a day as sunny or cloudy.

Strand: Media *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

1.M.1. Identify techniques used in television to present commercials and other information (animation, close-ups, sound effects, music, graphics).

Example: Students discuss the appeal of particularly memorable commercials, cartoons, or movies, paying attention to the sound effects, music, and visuals used.

Strand: English Language Conventions *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

1.EL.1. Recognize that the names of things also can be the names of actions (fish, dream, run).

1.EL.2. Write in complete sentences.

1.EL.3. Identify and employ correct usage of singular and plural regular nouns, contractions (e.g., isn't, aren't, can't, won't), and possessives (e.g., 's, my/mine, his, her/hers, your/yours).

1.EL.4. Print legibly in manuscript upper- and lower-case letters of the alphabet, and use them to make words.

1.EL.5. Distinguish among declarative, exclamatory, and interrogative sentences, and correctly use periods, exclamation marks, or question marks at the end of sentences.

1.EL.6. Use knowledge of basic punctuation and capitalization when reading.

1.EL.7. Capitalize the first word of a sentence, names of people, and the pronoun "I."

1.EL.8. Spell

- words with regular patterns such as cvc's (hop), cvc-silent e (hope), and one-syllable words with blends (drop);
- words with inflectional endings such as plurals and verb tenses; and
- single-syllable words that have *r*-controlled vowels (burn or star), that have the final consonants *f*, *l*, and *s* (miss or doll), and that have *ck* as the final consonants (buck).